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ABSTRACT

A mailed questionnaire was used to find out where Native Americans are presently employed in higher education in Arizona, how near parity the personnel numbers are, what levels of employment are included, how tribes are consulted for curriculum development and program services, and what Native American curriculums and programs are now available. The survey was conducted from July to November, 1986, and data from 18 public institutions of higher education were examined. Native Americans employed in any capacity equaled only 2% of the total employees in Arizona institutions of higher education as compared to 6% of the total Arizona population. Less than 1% of Native Americans were employed as instructors, counselors, and administrators. The survey revealed some noteworthy inclusion of reservation people in educational planning and program implementation. Specific academic and support programs for Native American students were meager. The University of Arizona had the most diverse and innovative programs. The survey results suggest the need for examining affirmative action procedures and developing American Indian studies curricula. Appendices include the survey instrument and a directory of Native American resource people at Arizona colleges and universities.

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RESEARCH REPORT

A SURVEY OF NATIVE AMERICAN PERSONNEL AND SERVICES IN ARIZONA HIGHER EDUCATION STATE FUNDED INSTITUTIONS 1987

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A SURVEY OF
NATIVE AMERICAN PERSONNEL AND SERVICES IN
ARIZONA
HIGHER EDUCATION STATE FUNDED INSTITUTIONS

by

Billie Jane McIntosh

Sponsored by

Office of Research and Development

MESA COMMUNITY COLLEGE
1833 West Southern Avenue
Mesa, Arizona 85202

MARCH 1987

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I

INTRODUCTION

There has been a need to compile data describing the extent of employment of Native Americans in Arizona universities and colleges. In addition, there has been a need to examine the nature of specific Native American academic curriculums and special support programs for Native American Students.

Over 6% of the Arizona population is Native American. They are the most under-represented of all ethnic minorities in colleges. Of the 17% who enroll, only 6% graduate. Studies have revealed that minority students have a higher retention rate whenever there are leader role models of their ethnic group on campus. Self-concepts and success expectations rise whenever an institution shows interest and commitment by teaching the ethnic minorities history, culture, etc.

This report presents data showing where Native Americans are presently employed in higher education institutions in Arizona, how near parity the personnel numbers reach, what levels of employment are included, how tribes are consulted for curriculum development and program services, and what Native American curriculums and programs are now available.

II

STATEMENT OF THE PROBLEM

In many surveys, the lack of role models has been revealed as an important reason for college drop-outs. Native American faculty are needed to improve curriculum, to be counselors, and to be administrators. Even more crucial than the recruitment and retention of Native American faculty, is the institutional commitment to solve the problem of acquiring Native American faculty.

Native American students need the opportunity to study their own culture, history, art, music, philosophy, etc. These types of studies are essential to the total standard curriculum; and as they are developed, they will be seen as essential to the experience of all students, not just Native American students. Again, the need is for institutional commitment to lead the way.

Native American studies are also needed to help solve the communication problems between groups. Trust can be developed as the fears and mis-conceptions about Native Americans are corrected. Native American culture courses are important education for teachers, social workers, engineers, businesses, etc., those planning to work on or near an Indian Reservation.

Though many Native American students may seem sophisticated, of a contemporary generation, possess english language skills, they are still Native Americans, and different. To treat them the same as all other students is unfair. American Indian studies Native American faculty, and committed institutional administration can remedy many of the problems of Native American student drop-out.

III

METHODOLOGY

A short survey of seven questions was constructed and mailed with a cover letter to the presidents of each of the Arizona institutions of higher education in July, 1986. A follow up letter was mailed to the six institutions who had not yet responded, in October, 1986. Completion of the report was hampered by lack of time; i.e., the researcher Billie Jane McIntosh, volunteered her time, used in off-duty hours. She was assisted by Dr. Joaquin Montemayer, as a consultant and as provider of printing and dissemination funds.

IV

FINDINGS/LIMITATIONS

Since the survey response time was over a six-month period, July - November, 1986, and since document preparation was slow, depending on voluntary off-work hours of the researcher, the report may not show the most up-to-date figures for some of the colleges. The reviewer will have to take into account the time frame of the data collection; when the project was begun, the figures requested were those for Spring, 1986. It is likely these figures have not changed any significant amount.

This is a general report, considering an overall composite of Arizona institutions of higher education figures. More specific studies of each individual campus, making comparisons of the campus, Native American student population to the total student population, and comparisons of the Native American personnel to the total personnel should be of more use to the separate campuses.

This report does not include either Grand Canyon College, a private institution, or Navajo Community College, a reservation college. The principal interest in the survey was to make comparisons among the Maricopa Community Colleges for furhter development.

TABLE 1 A

EMPLOYMENT COMPARISON AMONG INSTITUTIONS

Institution	Full-Time Employment Total	(%)	Native Am.	(%)	Part-Time Employment Total	(%)	Native Am.	(%)
A.S.U.	6321	(.34)	70	(.24)	432	(.05)	1	(.02)
N.A.U.	1547	(.08)	55	(.18)	0	(.00)	0	(.00)
U. of A.	7072	(.38)	124	(.42)	4494	(.51)	15	(.25)
Az. West.	211	(.01)	3	(.01)	350	(.04)	2	(.03)
Central Az.	210	(.01)	3	(.01)	252	(.03)	0	(.00)
Cochise	236	(.01)	1	(.00)	168	(.02)	0	(.00)
Eastern Az.	163	(.01)	0	(.00)	73	(.01)	0	(.00)
Glendale	346	(.02)	1	(.00)	350	(.04)	0	(.00)
Maricopa Tech	150	(.01)	1	(.00)	100	(.01)	0	(.00)
Mesa College	369	(.02)	4	(.01)	504	(.06)	1	(.02)
Mohave C.C.	120	(.01)	0	(.00)	200	(.02)	2	(.03)
Northland Pioneer	105	(.01)	6	(.02)	363	(.04)	37	(.61)
Phoenix College	185	(.01)	4	(.01)	365	(.04)	0	(.00)
Pima	722	(.04)	11	(.04)	151	(.02)	0	(.00)
Rio Salado	95	(.00)	3	(.01)	600	(.07)	0	(.00)
Scottsdale College	234	(.01)	8	(.03)	0	(.00)	0	(.00)
South Mtn.	108	(.01)	2	(.01)	0	(.00)	0	(.00)
Yavapai	207	(.01)	1	(.00)	261	(.03)	3	(.05)
TOTALS	18,401	(100%)	297	(100%)	8,753	(100%)	61	(100%)

TABLE 1B

EMPLOYMENT COMPARISON WITHIN INSTITUTIONS

Institution	Full-Time Employment				Part-Time Employment			
	Total	(%)	Native Am.	(%)	Total	(%)	Native Am.	(%)
A.S.U.	6321	(100%)	70	(1%)	432	(100%)	1	(0%)
N.A.U.	1547	(100%)	55	(4%)	0	(100%)	0	(0%)
U. of A.	7072	(100%)	124	(2%)	4494	(100%)	15	(0%)
Az. West.	211	(100%)	3	(1%)	350	(100%)	2	(1%)
Central Az.	210	(100%)	3	(1%)	252	(100%)	0	(0%)
Cochise	236	(100%)	1	(0%)	168	(100%)	0	(0%)
Eastern Az.	163	(100%)	0	(0%)	73	(100%)	0	(0%)
Glendale	346	(100%)	1	(0%)	350	(100%)	0	(0%)
Maricopa Tech	150	(100%)	1	(0%)	100	(100%)	0	(0%)
Mesa College	369	(100%)	4	(1%)	504	(100%)	1	(0%)
Mohave C.C.	120	(100%)	0	(0%)	200	(100%)	2	(1%)
Northland Pioneer	105	(100%)	6	(6%)	363	(100%)	39	(10%)
Phoenix College	185	(100%)	4	(2%)	365	(100%)	0	(0%)
Pima	722	(100%)	11	(2%)	151	(100%)	0	(0%)
Rio Salado	95	(100%)	3	(3%)	600	(100%)	0	(0%)
Scottsdale College	234	(100%)	8	(3%)	0	(100%)	0	(0%)
South Mtn.	108	(100%)	2	(2%)	90	(100%)	0	(0%)
Yavapai	207	(100%)	1	(0%)	261	(100%)	3	(1%)
TOTALS	18,401		297		8,752		61	

TABLE 2

PERCENTAGE COMPARISON

TOTAL EMPLOYEES

INSTITUTION	TOTAL EMPLOYEES	NATIVE AMERICAN EMPLOYEES	
		NUMBER	PERCENTAGE
A.S.U.	6753	71	(1)
N.A.U.	1547	55	(4)
U. of A.	11,566	139	(1)
Az. West.	561	5	(1)
Central Az.	462	3	(1)
Cochise	404	1	(0)
Eastern Az.	236	0	(0)
Glendale	696	1	(0)
Maricopa Tech	250	1	(0)
Mesa	871	5	(1)
Mohave	250	2	(1)
Northland Pioneer	468	43	(9)
Phoenix Coll.	550	4	(1)
Pima College	873	11	(1)
Rio Salado	695	3	(0)
Scottsdale	234	8	(3)
South Mtn.	198	2	(1)
Yavapai	468	4	(1)
TOTALS	27,082	358	(1)

Summary: Only three institutions are near parity. Northland Pioneer College with 9% of their personnel as Native American is far ahead of the other institutions, to be expected because of their location. Northern Arizona University at 4% and Pima College at 3% are outstanding but not at parity of 6%. Their location suggests they should be far above the parity line. Other colleges could be a larger percentage than they show, due to the mobility of the contemporary Native American citizen.

TABLE 3A

COMPARISONS BY ASSIGNMENT LEVEL AMONG INSTITUTIONS

INSTITUTION	COUNSELOR	INSTRUCTOR	ADMINISTRATOR	SUPPORT STAFF	TOTAL
A.S.U.	7 (.44)	9 (.11)	5 (.26)	49 (.21)	70
N.A.U.	2 (.12)	6 (.07)	4 (.22)	43 (.18)	55
U. of A.	2 (.12)	19 (.23)	4 (.22)	114 (.48)	139
Az. West.	0 (.00)	1 (.01)	0 (.00)	2 (.01)	3
Central Az.	1 (.06)	0 (.00)	0 (.00)	2 (.01)	3
Cochise	0 (.00)	0 (.00)	1 (.06)	0 (.00)	1
Eastern Az.	0 (.00)	0 (.00)	0 (.00)	0 (.00)	0
Glendale	0 (.00)	1 (.01)	0 (.00)	0 (.00)	1
Maricopa Tech	0 (.00)	1 (.01)	0 (.00)	0 (.00)	1
Mesa	1 (.06)	1 (.01)	1 (.06)	2 (.01)	5
Mohave	0 (.00)	2 (.02)	0 (.00)	0 (.00)	2
Northland Pioneer	1 (.06)	33 (.39)	0 (.00)	9 (.04)	43
Phoenix Coll.	1 (.06)	2 (.02)	0 (.00)	1 (.00)	4
Pima Coll.	1 (.06)	5 (.06)	1 (.06)	4 (.02)	11
Rio Salado	0 (.00)	0 (.00)	1 (.06)	2 (.01)	3
Scottsdale	0 (.00)	0 (.00)	1 (.06)	7 (.03)	8
South Mtn.	0 (.00)	1 (.01)	0 (.00)	1 (.00)	2
Yavapai	0 (.00)	3 (.04)	0 (.00)	1 (.00)	4
TOTALS	16 (100%)	84 (100%)	18 (100%)	237 (100%)	355

TABLE 3 B

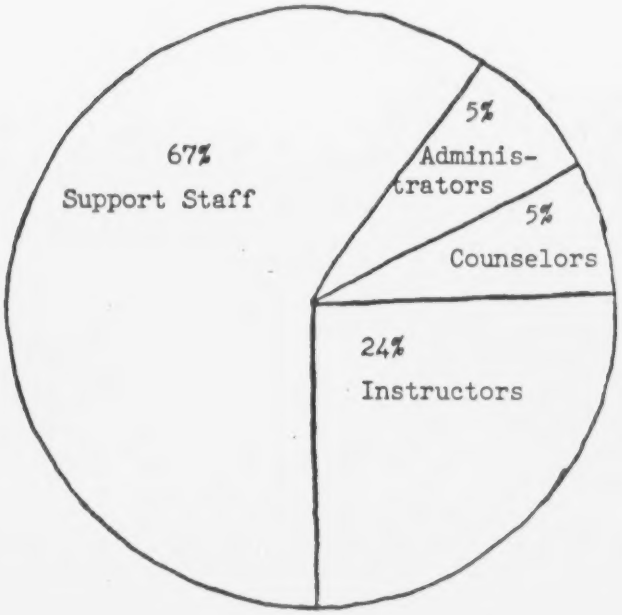
COMPARISON BY ASSIGNMENT LEVEL WITHIN INSTITUTIONS

Institution	Counselors	Instructors	Administrators	Support St.	Total
A.S.U.	7 (.10)	9 (.13)	5 (.07)	49 (.70)	(100%) 70
N.A.U.	2 (.04)	6 (.11)	4 (.07)	43 (.78)	(100%) 55
U. of A.	2 (.01)	19 (.14)	4 (.03)	114 (.82)	(100%) 139
Az. Western	0 (.00)	1 (.20)	0 (.00)	2 (.40)	(100%) 5
Central Az.	1 (.33)	0 (.00)	0 (.00)	2 (.67)	(100%) 3
Cochise	0 (.00)	0 (.00)	1 (1.0)	0 (.00)	(100%) 1
Eastern Az.	0 (.00)	0 (.00)	0 (.00)	0 (.00)	(100%) 0
Glendale	0 (.00)	1 (1.0)	0 (.00)	0 (.00)	(100%) 1
Maricopa Tech.	0 (.00)	1 (1.0)	0 (.00)	0 (.00)	(100%) 1
Mesa Comm. Col.	1 (.20)	1 (.20)	1 (.20)	2 (.40)	(100%) 5
Mohave Comm.	0 (.00)	2 (1.0)	0 (.00)	0 (.00)	(100%) 2
Northland Pioneer	1 (.02)	33 (.77)	0 (.00)	9 (.21)	(100%) 43
Phoenix Col.	1 (.25)	2 (.50)	0 (.00)	1 (.25)	(100%) 4
Pima College	1 (.09)	5 (.45)	1 (.09)	4 (.36)	(100%) 11
Rio Salado	0 (.00)	0 (.00)	1 (.33)	2 (.67)	(100%) 3
Scottsdale C.C.	0 (.00)	0 (.00)	1 (.13)	7 (.88)	(100%) 8
South Mtn.	0 (.00)	1 (.50)	0 (.00)	1 (.50)	(100%) 2
Yavapai	0 (.00)	3 (.75)	0 (.00)	1 (.25)	(100%) 4
TOTALS	16	84	18	237	358

FIGURE 1

ALL NATIVE AMERICAN EMPLOYEES

ARIZONA INSTITUTIONS OF HIGHER EDUCATION



WHERE MOST NATIVE AMERICANS WORK BY ROLE MODEL POSITIONS

SUMMARY: While total Native American personnel equals 2% of the total work force in Arizona institutions of higher education, if we consider only administrators, counselors and instructors, the percentage is less than 1%. This is far less than parity at 6%.

TABLE 4

RESERVATION TRIBAL PEOPLE

	Consultants			Instructors	
	Classes	Programs	Services	On-Campus	Off-Campus
A.S.U.					
N.A.U.	X	X	X	X	X
U. of A..	X	X	X	X	
Az. Western					
Central Az.	X	X		X	
Cochise Coll.					
Eastern Az.			X		
Glendale					
Maricopa Tech			X		
Mesa College		X	X		
Mohave	X		X		X
Northland Pioneer			X	X	X
Phx. College					
Pima College	X	X	X	X	X
Rio Salado		X			
Scottsdale College					
South Mtn.					
Yavapai College					
TOTALS	5	6	8	5	4

FIGURE #2
SPECIFIC PROGRAMS AT SPECIFIC INSTITUTIONS

	STUDENT ORGANIZATION	STUDENT CENTER/OFFICE	ORIENTATION FOR NEW STUDENTS	BUDDY SYSTEM FOR NEW STUDENTS	INDIVIDUAL ACADEMIC DISCIPLINE ASSISTANCE	ACADEMIC COURSES FOR/ ABOUT N.A.	INDIAN STUDIES DEGREE PROGRAM	CULTURAL PROGRAMS	PUBLICATIONS BY N.A. STUDENTS	NATIVE AMERICAN TUTORS FOR N.A. STUDENTS	MONITORING OF STUDENT PROGRESS	HIGH SCHOOL STUDENTS ORIENTATION	ADVISORY COMMITEE FROM INDIAN COMMUNITY	RESEARCH OFFICE	RESERVATION DEVELOPMENT PROGRAM	NATIVE AMERICAN SCHOLARS
A.S.U.	X		X		X	X		X				X	X			
N.A.U.	X		X	X	X	X		X		X	X	X		X	X	
U. of A.	X	X	X		X	X	X	X	X		X	X		X	X	X
Az. Western						X										
Central Az.	X					X		X					X		X	
Cochise																
Eastern Arizona	X					X		X		X	X					
Glendale																
Maricopa Tech.													X			
Mesa	X	X	X			X		X		X		X	X			
Mohave						X							X		X	
Northland Pioneer						X									X	
Phoenix	X					X		X								
Pima	X	X				X		X		X		X			X	
Rio Salado															X	
Scottsdale	X	X	X			X		X				X				
South Mountain								X								
Yavapai	X			X		X		X			X					

V

CONCLUSIONS AND RECOMMENDATIONS

Personnel which includes Native Americans as administrators, counselors, and all other service employees, equalling 2% of the total employees in Arizona institutions of higher education, is extremely less than parity, based on the 6% Arizona population which is Native American. The majority of Native American employees being hired at the lower pay rates as service employees leaves less than 1% of the employees as Native American instructors, counselors, and administrators. With such drastic inequities as this, it suggests a Civil Rights Act violation.

It is recommended that administrators of all colleges examine their Affirmative Action Procedures, and follow through with priority measures. Even though an institution may be a geographic distance from one of the 22 Arizona Reservations, current mobility of Native Americans is cause for no exemptions from this recommendation. Those colleges located near reservations would necessarily expect to be hiring far beyond the 6% parity expected for the state overall.

The survey revealed some noteworthy inclusion of reservation people in the education planning, development, and implementation of programs. It is recommended that each institutional administration communicate with those institutions who are already including reservation consultants, advisory committees and instructors. If an institution has an education mission and a commitment to serve, new processes such as communication skills can be learned if necessary. In the democratic ideal, we must include the tribal groups in education program planning.

Otherwise is to continue the cultural genocide tragedy against Native Americans for the past five generations.

Specific academic and support programs for Native American students, as revealed by Chart 2, is depressing, generally. There one finds the same old programs - student clubs, pow wows, meager academic courses. While these are all useful, where are all the newer creative, innovative programs which might include more of the students? More hopeful are the few attempts at recruitment through high school orientation and assistance by a few individual academic departments. The University of Arizona is to be commended for offering the most diversity of programs, as well as much innovation in new types of programs. Both U. of A. and N.A.U. have Native American research offices, but A.S.U. includes Native American research within their Bilingual Research Center. Further study needs to evaluate which of these research procedures is the most effective.

Each and everyone of the 16 possible programs charted on Chart 2 are important enough to be a consideration by all Arizona institutions of higher education. Some of the programs, publications, and Native American scholars - provides a more total and humanitarian education for all students, not just for Native American students. Faculty associations need to examine the need for development of new curriculum.

Finally, this report is merely an opening to further research. Hopefully, others will follow some of these suggestions and provide more precise data which can build toward a more equal and fuller education for all.

APPENDIX A

LETTER TO PRESIDENTS

Mesa Community College
MARICOPA COMMUNITY COLLEGE DISTRICT
1833 WEST SOUTHERN AVENUE • MESA, ARIZONA 85202
TELEPHONE 833-1261

July 15, 1986

Dear President

Because the high attrition rate of Native American college students is partly due to lack of role models among college personnel, we are developing a program for the recruitment of Native Americans. This survey is an attempt to locate Native American personnel currently employed in institutions of higher education in order to put together a resource list for further recruitment efforts.

Most institutions of higher education in Arizona have made a commitment to hire additional minority personnel. Reaching parity for personnel in Arizona would require 6 percent of the employees be Native American. Realizing this and knowing there are many qualified Native Americans their addition to a campus would not only help Native American student retention, but would also enrich the total campus reputation as a place of knowledge.

We are attempting to know the status of American Indian personnel and American Indian programs in existence on each Arizona degree-granting institution. Therefore, would you please answer the attached survey? We plan to chart the responses and have results available by August 15, 1986. If you wish a copy of the results please indicate so on the attached list and one will be provided to you.

Your additional comments will be greatly appreciated. We believe Arizona educators are concerned about Native American student retention and support their completion of degree programs.

Sincerely,

Billie Jane McIntosh, Counselor
Research & Development Office Intern

M2/6(ecf)

APPENDIX B

SURVEY INSTRUMENT

A SURVEY

NATIVE AMERICAN PERSONNEL AND PROGRAMS

AT

ARIZONA COLLEGES AND UNIVERSITIES

Name of Institution_____

Address_____

Contact Person_____
Date:_____

1. Number of full-time employees at your campus is_____.

2. Number of part-time employees at your campus is_____.

3. Number of Native American employees:
   Full time_____
   Part time_____

Please provide names and addresses on a separate sheet.

4. Of your Native American personnel, how many are:
   Counselors_____
   Instructors_____
   Administrators_____
   Support Staff_____

5. If you use reservation tribal consultants or instructors, please explain how they are utilized.

6. What other instructional and student support programs do you offer specifically for Native American students?

7. What other educational programs are coordinated between your campus and Native American communities, agencies, or organizations?

Would like a copy of the results of this survey?

Return to: Billie Jane McIntosh
Mesa Community College
1833 W. Southern Ave.
Mesa, Az 85202

M2/7(ecf)

APPENDIX C

NATIVE AMERICAN
RESOURCE LIST

NATIVE AMERICAN RESOURCE PERSON

Institution	Address	Name & Dept.
AZ State Univ.	Admission 211 Tempe, AZ 85287	Dr. Miguel Montiel Asst. V. Pres. for Acad. Off. 965-4995
N. A. U.	Box 4132 Flagstaff, AZ 86011	Clay Moore, Interim Dir. of Institutional Studies 523-9011
U. of A.	Old Main Rm 202D Tucson, AZ 85721	Joshua K. Mihesuah, Amer. Indian Student Advisor 621-2211
AZ Western College	P. O. Box 929 Yuma, AZ	Dee Davis 726-1000
Central AZ	Woodruff at Overfield Coolidge, AZ 85228	Fanny C. Caranikas-Walker Director of Planning & Research 723-4141
Cochise College	Douglas, AZ 85607	Leon E. Kornblat Director of Personnel 364-7943
Eastern AZ College	600 Church St. Thatcher, AZ 85552	Dick Spining, Chairperson Counseling & Guidance 428-1133
Glendale Com. Col.	6000 W. Olive Ave. Glendale, AZ 85302	Alberto Sanchez R and D 934-2211
Maricopa Tech. C.C.	108 N. 40th St. Phoenix, AZ 85034	Madge Valledares, Dir. Career & Educ. Planning Center 275-8500
Mesa Com. College	1833 W. Southern Mesa, AZ 85202	Richard Malcolm Dean of Instruction 833-1261
Mohave Com. College	1971 Jagerson Ave. Kingman, AZ 86401	Deborah Garrett, Dean of Student Serv. 757-4331
Northland Pioneer Col.	1200 E. Hermosa Holbrook, AZ 86025	Jill Diemer Off. of R & D 524-6111
Phoenix College	1202 W. Thomas Rd. Phoenix, AZ 85013	Irene Lancer, Counselor 264-2492
Pima Com. College	2202 W. Anklam Rd. Tucson, AZ 85709	Doris Williams Director, Minority Affairs 884-6666

Institution	Address	Name & Dept.
Rio Salado Com. Coll.	640 N. 1st. Ave. Phoenix, AZ 85003	Verline Rader Personnel Officer 256-7722
Scottsdale Com. Coll.	9000 E. Chaparral Rd. Scottsdale, AZ. 85253	Arthur W. DeCabooter President 941-0999
South Mountain Com. Coll.	2050 S. 24th St. Phoenix, AZ 85040	Liz Warren R & D 243-6666
Yavapai College	1100 E. Sheldon Prescott, AZ 86301	Larry D. Humphrey Personnel Officer 445-7300

APPENDIX D

SAMPLE RESPONSE
ARIZONA STATE
UNIVERSITY

A SURVEY

NATIVE AMERICAN PERSONNEL AND PROGRAMS

AT

ARIZONA COLLEGES AND UNIVERSITIES

Name of Institution Arizona State University

Address Vice President for Academic Affairs, ADM 211, Tempe, AZ 85287

Contact Person Dr. Miguel Montiel, Asst. Vice President for Academic Affairs
Date: 09/04/86

1. Number of full-time employees at your campus is 6,321 . Human Resource Report - Quarter Ending June '86

2. Number of part-time employees at your campus is 432 .

3. Number of Native American employees:
   Full time 70 (as of 03/31/86)
   Part time Approx. 1

Please provide names and addresses on a separate sheet.

4. Of your Native American personnel, how many are:
   Counselors 7(job group 21/EEO Category 3)
   Instructors 9
   Administrators 5
   Support Staff 49
   TOTAL 70

5. If you use reservation tribal consultants or instructors, please explain how they are utilized.
   There are tribal people that have taught classes in some departments.

6. What other instructional and student support programs do you offer specifically for Native American students?
   Enclosed is a recent questionaire on minority services (WICHE Questionnaire)

7. What other educational programs are coordinated between your campus and Native American communities, agencies, or organizations?
   Recruitment activities (see attached report: AZ Board of Regents Minority Recruitment & Retention). If you have any questions call Dr. Montiel (965-4995)

Would like a copy of the results of this survey?

Yes.

Return to: Billie Jane McIntosh
Mesa Community College
1833 W. Southern Ave.
Mesa, Az 85202

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